



Gregg Middle

500 Green Wave
Summerville, South

| | | |
|-----------------------|---------------------|--------------|
| Grades | 6-8 Middle School | |
| Enrollment | 1,003 Students | |
| Principal | Lori Phillips | 843-871-3150 |
| Superintendent | Joseph R. Pye | 843-873-2901 |
| Board Chair | Bufort "Bo" Blanton | 843-873-8454 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| Year | Absolute Rating | Growth Rating |
|-------------|-----------------|----------------------|
| 2008 | Average | Below Average |
| 2007 | Average | Below Average |
| 2006 | Average | At-Risk |
| 2005 | Average | Below Average |
| 2004 | Average | Below Average |

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

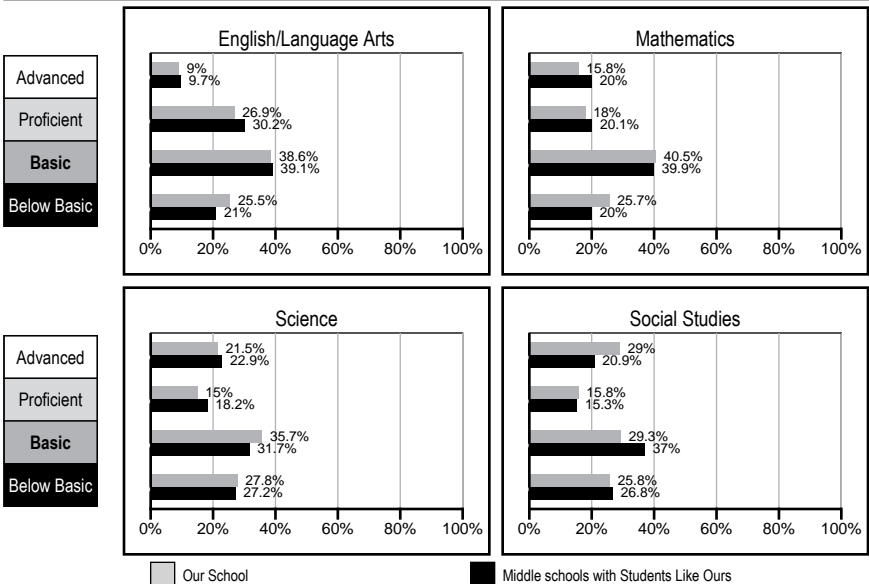
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 93.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 5 | 28 | 4 | 2 |

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

| | |
|-------------|---|
| Advanced | Exceeded expectations, Very high score, very well prepared to work at next grade level |
| Proficient | Met expectations, Well prepared to work at next grade level |
| Basic | Met standards, Minimally prepared, can go to next grade level |
| Below Basic | Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A–Not Applicable | N/AV–Not Available | N/C–Not Collected | N/R–Not Reported | I/S–Insufficient Sample

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our Middle School | Middle Schools with Students Like Ours* |
|---|-------------------|---|
| Algebra 1/Math for the Technologies 2 | 94.9 | 96.9 |
| English 1 | 96.9 | 92.8 |
| Physical Science | 50.0 | 23.8 |
| All Subjects | 94.6 | 96.5 |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=1,003) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 24.9% | Down from 26.4% | 27.5% | 19.4% |
| Retention rate | 5.6% | Down from 6.2% | 2.0% | 1.8% |
| Attendance rate | 94.6% | Down from 95.1% | 96.0% | 95.8% |
| Eligible for gifted and talented | 14.8% | Up from 14.1% | 20.8% | 15.3% |
| With disabilities other than speech | 10.9% | Up from 8.6% | 11.4% | 12.9% |
| Older than usual for grade | 3.7% | Up from 1.9% | 1.7% | 3.0% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 21.6% | Up from 12.6% | 0.9% | 0.7% |
| Annual dropout rate | 0.1% | Up from 0.0% | 0.0% | 0.0% |
| Teachers (n=61) | | | | |
| Teachers with advanced degrees | 45.9% | Down from 46.6% | 57.6% | 55.0% |
| Continuing contract teachers | 77.0% | Up from 65.8% | 74.3% | 70.6% |
| Teachers with emergency or provisional certificates | 7.7% | Down from 8.1% | 4.2% | 5.4% |
| Teachers returning from previous year | 76.8% | Down from 79.0% | 85.9% | 83.4% |
| Teacher attendance rate | 94.0% | Up from 93.2% | 95.0% | 94.9% |
| Average teacher salary | \$44,492 | Up 4.8% | \$45,059 | \$44,706 |
| Professional development days/teacher | 10.5 days | Down from 11.3 days | 11.9 days | 11.8 days |
| School | | | | |
| Principal's years at school | 7.0 | Up from 6.0 | 3.0 | 3.0 |
| Student-teacher ratio in core subjects | 24.4 to 1 | Up from 23.0 to 1 | 22.3 to 1 | 20.1 to 1 |
| Prime instructional time | 88.2% | Up from 87.4% | 89.9% | 89.3% |
| Opportunities in the arts | Good | Down from Excellent | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 96.5% | Down from 98.3% | 98.4% | 98.0% |
| Character development program | Good | No Change | Good | Good |
| Dollars spent per pupil* | \$5,968 | Up 4.3% | \$6,479 | \$7,097 |
| Percent of expenditures for instruction* | 63.3% | Up from 61.3% | 66.1% | 64.4% |
| Percent of expenditures for teacher salaries* | 59.7% | Up from 58.2% | 60.7% | 59.4% |

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Gregg Middle School, located in a suburban area of Summerville, is the largest of six middle schools in Dorchester District Two and exists to educate students to their highest potential in all aspects of learning. We currently have 61 teachers serving 959 students in Grades 6-8 with an additional 16 students being served in an alternative setting. We utilize an interdisciplinary team concept. Each team is designed to accommodate students based upon their academic, social, and emotional needs. Each grade is structured as a school within a school. To ensure that GMS students are exposed to cultural and life skills, related arts courses are offered at each grade level. Gifted courses are also offered at each grade level to enhance and supplement our standards-based instruction.

Our students have excelled in many academic, athletic, and artistic competitions including the District Two Quiz Bowl Competition in which our 6th grade team placed 2nd, 7th grade team placed 2nd, and the 8th grade team placed 4th overall. An 8th grade student won overall in the FRA (Fleet Reserve Association) 2007 Essay Contest. Our band earned an excellent rating at the South Carolina Directors Association Concert Festival, and three students were in the SC Region All-State band. Also, one student was in the SC All-State band. Our 7th and 8th grade chorus earned an excellent rating in the State Choral Festival and the 6th, 7th, and 8th grade chorus earned an excellent rating at the Carowinds Choral Festival. We had three Lt. Governors Writing winners. We had a 2nd place and 3rd place winner in the District Spelling Bee. GMS students enjoyed participating in various intramural, B-team, and JV sports. The GMS girls' basketball team was named District Champions. Twenty-six students were named SC Junior Scholars, and twenty-two students qualified for Duke Tip. We supported the Leukemia Association by donating \$2,698, the American Heart Association with Hoops for Heart with a donation of \$5,075, and United Way with a donation of \$1,805. We raised over \$5,500 for cancer research through Relay for Life. Our Guidance Department and local community businesses held a successful annual Career Fair.

Gregg Middle School's challenges include a highly transient population, pockets of poverty, and issues related to improving literacy. To overcome these challenges, we continue to work to improve our school's academic assistance program by offering summer school, continuing the Read 180 Program for struggling readers, and implementing Compass Learning in ELA and math. We also continued our school-wide reading program, Reading Counts, logging over 4483 books read and tested. We are continuing a school-wide technology plan with SMART Boards and Senteo Interactive Response Systems (clickers). We have implemented daily use of two computer labs.

At GMS, we are a family who strive to make a difference in the lives of our students.

Olin T. McCurry, Principal
Jan Reed, SIC Chairman

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 66 | 287 | 201 |
| Percent satisfied with learning environment | 95.5% | 62.2% | 74.6% |
| Percent satisfied with social and physical environment | 97.0% | 66.0% | 72.8% |
| Percent satisfied with school-home relations | 87.7% | 79.4% | 66.8% |

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 15 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

| | |
|-------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 0.1% | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 94.6% | 94.0% | Yes |

* Or greater than last year

Abbreviations for Missing Data

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|-----|------|------|------|-----|-----|
| All Students | 972 | 99.8 | 26.8 | 39.6 | 26.5 | 7.1 | 42.7 | 57.8 | 48.2 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 543 | 99.6 | 32.5 | 39.4 | 22.1 | 6 | 36.3 | 50.7 | 41.7 | N/A | N/A |
| Female | 429 | 100 | 19.7 | 39.9 | 31.9 | 8.5 | 50.9 | 65.6 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 655 | 99.9 | 20.9 | 38.1 | 31 | 10 | 51.1 | 65.8 | 60 | Yes | Yes |
| African American | 277 | 99.6 | 39.8 | 43.7 | 15.7 | 0.8 | 23.4 | 41.1 | 31.7 | No | Yes |
| Asian/Pacific Islander | 14 | 100 | 21.4 | 42.9 | 28.6 | 7.1 | 50 | 72.3 | 70.4 | I/S | I/S |
| Hispanic | 21 | 100 | 43.8 | 31.3 | 25 | 0 | 37.5 | 45 | 38.4 | I/S | I/S |
| American Indian/Alaskan | 5 | I/S | I/S | I/S | I/S | I/S | I/S | 68.7 | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 115 | 100 | 70.1 | 23.4 | 3.7 | 2.8 | 10.3 | 21.9 | 16 | No | Yes |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 38.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 7 | I/S | I/S | I/S | I/S | I/S | I/S | 30.8 | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 342 | 100 | 41.2 | 43.5 | 13.4 | 1.9 | 22 | 40.7 | 34 | No | Yes |

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 972 | 100 | 26.3 | 42 | 17.4 | 14.3 | 41.5 | 49.8 | 45.8 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 543 | 100 | 27 | 40 | 16.5 | 16.5 | 42.1 | 50.5 | 45.6 | N/A | N/A |
| Female | 429 | 100 | 25.4 | 44.6 | 18.5 | 11.5 | 40.6 | 49.1 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 655 | 100 | 19.2 | 40.6 | 21.1 | 19.1 | 50.7 | 59.9 | 59 | Yes | Yes |
| African American | 277 | 100 | 43.7 | 45.2 | 7.3 | 3.8 | 19.5 | 28.3 | 26.9 | No | Yes |
| Asian/Pacific Islander | 14 | 100 | 7.1 | 42.9 | 35.7 | 14.3 | 57.1 | 67.1 | 71.3 | I/S | I/S |
| Hispanic | 21 | 100 | 31.3 | 37.5 | 25 | 6.3 | 43.8 | 37.4 | 38.1 | I/S | I/S |
| American Indian/Alaskan | 5 | I/S | I/S | I/S | I/S | I/S | I/S | 55.2 | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 115 | 100 | 62.6 | 27.1 | 7.5 | 2.8 | 17.8 | 21.7 | 17.1 | No | Yes |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 32.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 7 | I/S | I/S | I/S | I/S | I/S | I/S | 26 | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 342 | 100 | 37.7 | 47.3 | 10.2 | 4.8 | 25.2 | 32 | 31.4 | No | Yes |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | School Attendance Rate | District Attendance Rate |
|------------------------------|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|
| Science | | | | | | | | | | | |
| All Students | 655 | 100 | 27.1 | 35.7 | 15.1 | 22 | 37.2 | 42 | 35.7 | 94.6 | 96.1 |
| Gender | | | | | | | | | | | |
| Male | 357 | 100 | 27.4 | 33.1 | 13.1 | 26.4 | 39.5 | 45.1 | 37.4 | 94.2 | 95.9 |
| Female | 298 | 100 | 26.9 | 38.7 | 17.6 | 16.8 | 34.4 | 38.7 | 33.8 | 95.2 | 96.3 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 437 | 100 | 17.3 | 36.1 | 17.1 | 29.5 | 46.5 | 52.4 | 49.2 | 94.8 | 96 |
| African American | 187 | 100 | 49.4 | 35.2 | 8 | 7.4 | 15.3 | 20.7 | 17 | 94 | 96.2 |
| Asian/Pacific Islander | 13 | 100 | 23.1 | 38.5 | 30.8 | 7.7 | 38.5 | 52.7 | 58 | 97.1 | 97 |
| Hispanic | 15 | 100 | 33.3 | 25 | 33.3 | 8.3 | 41.7 | 27.1 | 24.9 | 96.1 | 96.1 |
| American Indian/Alaskan | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 51.2 | 37.4 | 96 | 95.8 |
| Disability Status | | | | | | | | | | | |
| Disabled | 79 | 100 | 55.4 | 27 | 10.8 | 6.8 | 17.6 | 21.6 | 14 | 93.6 | 95 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 21.9 | N/A | 93.2 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 5 | I/S | I/S | I/S | I/S | I/S | I/S | 18.3 | 24.4 | 96.5 | 96.5 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 223 | 100 | 42 | 38 | 11.2 | 8.8 | 20 | 24.5 | 21.1 | 93.2 | 95.3 |
| Social Studies | | | | | | | | | | | |
| All Students | 645 | 100 | 25.7 | 29.4 | 16.1 | 28.9 | 44.9 | 43.2 | 34 | 94.6 | 96.1 |
| Gender | | | | | | | | | | | |
| Male | 361 | 100 | 25.4 | 26 | 15.5 | 33.1 | 48.7 | 46.4 | 36.6 | 94.2 | 95.9 |
| Female | 284 | 100 | 26.1 | 33.6 | 16.8 | 23.5 | 40.3 | 39.7 | 31.3 | 95.2 | 96.3 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 439 | 100 | 22 | 27.6 | 16.4 | 34 | 50.4 | 51 | 44.5 | 94.8 | 96 |
| African American | 177 | 100 | 35.1 | 35.7 | 14.3 | 14.9 | 29.2 | 25.8 | 19.1 | 94 | 96.2 |
| Asian/Pacific Islander | 10 | I/S | I/S | I/S | I/S | I/S | I/S | 61.4 | 58.9 | 97.1 | 97 |
| Hispanic | 15 | 100 | 25 | 8.3 | 16.7 | 50 | 66.7 | 32.8 | 27.5 | 96.1 | 96.1 |
| American Indian/Alaskan | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 46 | 32.7 | 96 | 95.8 |
| Disability Status | | | | | | | | | | | |
| Disabled | 73 | 100 | 54.4 | 25 | 10.3 | 10.3 | 20.6 | 20.9 | 14.4 | 93.6 | 95 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 22.6 | N/A | 93.2 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 24.4 | 27.3 | 96.5 | 96.5 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 234 | 100 | 36.9 | 31.3 | 15.4 | 16.4 | 31.8 | 26.5 | 21 | 93.2 | 95.3 |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* |
|------------------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|
| English/Language Arts | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | 394 | 99.8 | 22.1 | 40.8 | 29.3 | 7.8 | 37.2 |
| | 7 | 421 | 99.8 | 24.2 | 43.5 | 26.3 | 6 | 32.3 |
| | 8 | 414 | 99.8 | 26.2 | 49.5 | 20 | 4.3 | 24.3 |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | 313 | 100 | 22.5 | 36.1 | 34 | 7.4 | 41.4 |
| | 7 | 330 | 100 | 24.7 | 43.2 | 26.3 | 5.8 | 32.1 |
| | 8 | 329 | 99.4 | 32.9 | 39.4 | 19.7 | 8.1 | 27.7 |
| Mathematics | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | 394 | 99.5 | 18.2 | 43.7 | 18.5 | 19.6 | 38.1 |
| | 7 | 420 | 99.8 | 16.4 | 50.9 | 15.7 | 17 | 32.6 |
| | 8 | 414 | 99.5 | 33.9 | 52 | 7.6 | 6.5 | 14.1 |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | 313 | 100 | 25.3 | 36.5 | 20.7 | 17.5 | 38.2 |
| | 7 | 330 | 100 | 14.6 | 47.1 | 19.8 | 18.5 | 38.3 |
| | 8 | 329 | 100 | 38.9 | 42.1 | 11.9 | 7.1 | 19 |
| Science | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | 198 | 100 | 29.8 | 42.1 | 22.5 | 5.6 | 28.1 |
| | 7 | 420 | 99.8 | 32 | 36.5 | 15.7 | 15.7 | 31.5 |
| | 8 | 206 | 99.5 | 26.5 | 38.1 | 17.7 | 17.7 | 35.4 |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | 158 | 100 | 30.8 | 25.2 | 18.2 | 25.9 | 44.1 |
| | 7 | 330 | 100 | 21.4 | 42.9 | 15.6 | 20.1 | 35.7 |
| | 8 | 167 | 100 | 35 | 31.2 | 11.5 | 22.3 | 33.8 |
| Social Studies | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | 196 | 100 | 8.9 | 37.4 | 21.8 | 31.8 | 53.6 |
| | 7 | 420 | 99.8 | 34.4 | 34.6 | 9.2 | 21.8 | 31 |
| | 8 | 208 | 99.5 | 26.2 | 46 | 16 | 11.8 | 27.8 |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | 155 | 100 | 9.2 | 23.2 | 21.1 | 46.5 | 67.6 |
| | 7 | 328 | 100 | 32.6 | 28.3 | 11.7 | 27.4 | 39.1 |
| | 8 | 162 | 100 | 27.3 | 37 | 20.1 | 15.6 | 35.7 |

Abbreviations for Missing Data

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